

Establishing a Professional Learning Community

PLC HANDBOOK

Academy Park High School

Southeast Delco School District

2009-2010

"The most successful learning occurs when teachers find solutions together."

Shirley Hord, Professional Learning Communities



Academy Park High School, 2009-2010:

Building a Better School Community

Think about the last time you planned a goal that was self-selected and self-directed. Perhaps it was a New Year's resolution, or to get along better with your children. Sometimes when we work alone we are not very motivated or we quit easily. However, when we join a group, the power of shared experiences jumps starts our success.

This year you have been asked to join a group, several groups to be exact; groups of people just like you – teachers. You have been given two goals:

- (1) To build teacher expertise and
- (2) Improve student success in your classroom.

Not the room down the hall, or a different grade, but **your** classroom and **your** teaching.

You have been assigned into three different study groups, called professional learning communities, or PLCs for short.

- Block PLC – comprised of inter-disciplinary and multi-grade teachers who will focus on expanding teaching expertise through the examination of instructional strategies that work, student work, and data.
- Grade PLC – comprised of intra-grade teachers, who will focus on issues specific to grades 9, 10, 11 or 12.
- Content PLC – comprised of intra-content teachers, who will focus on identifying and developing a curriculum aligned with state and local standards.

Your responsibility to your PLCs will demand your teacher time and commitment. Block PLCs are scheduled as Day 1 or Day 2 for the full block of time. On the day you are not attending your Block PLC you have planning time. Grade PLCs will meet after school from 2:15 – 2:55 monthly and Content PLCs will meet once weekly after school.

This year, teachers at Academy Park High School will focus on learning, create a collaborate culture, and think about how data informs instruction and student achievement.

Welcome to the adventure!



This handbook is intended to provide you with:

- (1) An understanding of what a Professional Learning Community (PLC) is.
- (2) How the PLCs at Academy Park High School will function.
- (3) Roles and responsibilities of PLC members.
- (4) Topics of study.
- (5) Materials.
- (6) Student Support Process
- (7) Professional Reading.





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Figure 1.1 Components of Professional Learning Communities



What is a Professional Learning Community (PLC)?

Excerpt from Hord, 1997

The term *professional learning community* describes a collegial group of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making.

What are the benefits of a PLC?

The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and



academic gains for students. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement."

For staff, the following results have been observed:

- reduction of isolation of teachers
- increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission
- shared responsibility for the total development of students and collective responsibility for students' success
- powerful learning that defines good teaching and classroom practice and that creates new knowledge and beliefs about teaching and learners
- increased meaning and understanding of the content that teachers teach and the roles they play in helping all students achieve expectations
- higher likelihood that teachers will be well informed, professionally renewed, and inspired to inspire students
- more satisfaction, higher morale, and lower rates of absenteeism
- significant advances in adapting teaching to the students, accomplished more quickly than in traditional schools
- commitment to making significant and lasting changes and
- higher likelihood of undertaking fundamental systemic change (p. 27).

For students, the results include:

- decreased dropout rate and fewer classes "skipped"
- lower rates of absenteeism
- increased learning that is distributed more equitably in the smaller high schools
- greater academic gains in math, science, history, and reading than in traditional schools and
- smaller achievement gaps between students from different backgrounds (p. 28).

"Only organizations that have a passion for learning will have an enduring influence."
(Covey, Merrill, & Merrill, 1996)

What is the focus of a PLC?

The literature on professional learning communities repeatedly gives attention to five attributes of such organizational arrangements (Hord 1997):

1. supportive and shared leadership,

"A professional learning community requires intention, a focus on learning, a focus on results, a commitment to collegiality and a willingness to reshape a school's culture."
(Crow, 2008)



2. collective creativity,
3. shared values and vision,
4. supportive conditions, and
5. shared personal practice.

Although there are many ways to conduct a PLC there are common elements among successful teams:

1. A clear and compelling purpose is stated at each meeting.
2. Everyone has clear assignments to complete between meetings.
3. The use of data and student work is examined to determine learning goals, drive decisions about instruction, and to evidence progress.
4. Teams will meet as scheduled.
5. Through collaboration, teachers learn together about improving instruction for the sole purpose of improving student learning.
6. Everyone contributes to develop rapport, trust, and support among the PLC.

"Teams bring together complementary skills and experience that exceed those of any individual on the team. Teams are more effective in problem solving. Teams provide a social dimension that enhances work. Teams motivate and foster peer pressure and internal accountability. Teams have more fun." (Katzenbach and Smith, 1999)

What is my role as a teacher within a PLC?

As part of a team of teachers, you will engage in a continuous cycle of professional improvement; you may reflect and dialogue with colleagues about best teaching practice, curriculum and instruction including common assessments, collectively problem solve, analyze data to improve student results, and work together to find new ways of teaching.

You will meet regularly, several times a week, during common planning periods with a team facilitator to discuss, plan, and analyze individual, team, school, and district instructional goals.

"Well-implemented professional learning communities are a powerful means of seamlessly blending teaching and professional learning in ways that produce complex, intelligent behavior in all teachers and school leaders." (Sparks, 2005)

How am I held accountable for participating in a PLC?



When committed to the idea of professional improvement and experimentation you and your team can engage each other to improve your daily work to advance goals for student learning.

Further Reading

DuFour, R. (2004). *What is a professional learning community?* Retrieved June 9, 2008 from,
<http://www.allthingsplc.info/pdf/articles/DuFourWhatIsAProfessionalLearningCommunity.pdf>

National Staff Development Council. (2009). *Learning communities*. Retrieved June 9, 2009, from <http://www.nsdcc.org/standards/learningcommunities.cfm>

Reference

Hord, S. M. (1997). *Professional learning communities: What are they and why are they important?* Retrieved June 9, 2008, from
<http://www.sedl.org/change/issues/issues61.html>



Getting Started

The PLC will use *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* (2007) and *Classroom Instruction That Works* (2001) both written by Robert Marzano, to guide the goals of the team.

First Week

A. Discuss purpose of PLC through *What is a Professional Learning Community* document.

B. Discuss Learning Goals through October 2009 which include:

What will I do to establish and maintain classroom rules and procedures? AND What will I do to establish and communicate learning goals, track student progress, and celebrate success?

- Teaching strategy: Investigate action steps 2, 3 and 5 and establish a plan of action for your classroom on how to incorporate these action steps into teaching practice.
- Select 2-3 action steps from Chapter 6 of the *Art and Science of Teaching* to try for the month and report results.
- Teaching skill: Reinforcing effort and providing recognition (CIW, pp. 49-50)

Identify further learning goals for subsequent months:

November – What will I do to establish and maintain effective relationships with students?

- Study benchmark data and set Team Smart Goals.
- Select 2-3 action steps from Chapter 8 of the *Art and Science of Teaching* to try for the month and report results.
- Teaching skill: Reinforcing effort and providing recognition (CIW, pp. 49-50)
- Discussion of routines and procedures that are working and helping colleagues who are struggling through the examination of student work and progress.

December – What will I do to help students effectively interact with new knowledge?

- Study benchmark data, complete item analysis, and revise/set Team Smart Goals. Discuss plan to support deficits in math and reading.
- Select 2-3 action steps from Chapter 2 of the *Art and Science of Teaching* to try for the month and report results.
- Teaching strategy: Including cooperative learning activities in lessons (AST p. 39-40).
- Teaching skill: Establish base, formal, and informal groups (CIW pp. 89-91)



- Discussion of routines and procedures that are working and helping colleagues who are struggling through the examination of student work and progress.

January – What will I do to help students practice and deepen their understanding of new knowledge?

- Study benchmark data, complete item analysis, and revise/set Team Smart Goals. Discuss plan to support deficits in math and reading.
- Select 2-3 action steps from Chapter 3 of the *Art and Science of Teaching* to try for the month and report results.
- Teaching skill: Identifying similarities and differences (CIW pp. 13-28)
- Continue to include cooperative and differentiated learning activities in lessons.
- Discussion of routines and procedures that are working and helping colleagues who are struggling through the examination of student work and progress.

February – What will I do to engage students?

- Study benchmark data, complete item analysis, and revise/set Team Smart Goals. Discuss plan to support deficits in math and reading.
- Select 2-3 action steps from Chapter 5 of the *Art and Science of Teaching* to try for the month and report results.
- Teaching skill: Use non-linguistic representations (CIW pp. 72-83, AST Ch. 1, action step 6)
- Continue to include cooperative and differentiated learning activities in lessons.
- Discussion of routines and procedures that are working and helping colleagues who are struggling through the examination of student work and progress.

March - Team choice topic

- Study benchmark data, complete item analysis, and revise/set Team Smart Goals. Discuss plan to support deficits in math and reading and support PSSA goals.
- Select 2-3 action steps from Chapter ____ of the *Art and Science of Teaching* to try for the month and report results.
- Teaching skill:
- Continue to include cooperative and differentiated learning activities in lessons.
- Discussion of routines and procedures that are working and helping colleagues who are struggling through the examination of student work and progress.

April – Revisit an instructional design question from a previous month to deepen understanding.

- Study benchmark data, complete item analysis, and revise/set Team Smart Goals. Discuss plan to support deficits in math and reading and support PSSA goals
- Select 2-3 action steps from Chapter ____ of the *Art and Science of Teaching* to try for the month and report results.



- Teaching skill:
- Continue to include cooperative and differentiated learning activities in lessons.
- Discussion of routines and procedures that are working and helping colleagues who are struggling through the examination of student work and progress.

May - Revisit an instructional design question from a previous month to deepen understanding.

- Study benchmark data, complete item analysis, and revise/set Team Smart Goals. Discuss plan to support deficits in math and reading and support PSSA goals
- Select 2-3 action steps from Chapter ____ of the *Art and Science of Teaching* to try for the month and report results.
- Teaching skill:
- Continue to include cooperative and differentiated learning activities in lessons.
- Discussion of routines and procedures that are working and helping colleagues who are struggling through the examination of student work and progress.

June – Reflection & Celebration

C. Develop a PLC Charter

1. Team Vision: How can I improve my teaching to help more students to understand content?

Example: The members of Block ____ PLC are committed to a collective vision to assist each other in creating an effective, high functioning learning community for the purpose of improved student learning.

2. Establish a Team Mission: A broad statement of what the team will do in order to achieve the vision.

3. Establish group norms for process and behavior: Norms in a group serve as an informal contract that lays out how things will work and how people will act. Determine what topics or issues are outside the team's domain. Determine accountability – how will each member be held individually accountable? How will the team hold itself accountable as work is ongoing?

4. Select a monthly facilitator.

Facilitator role: (1) Prepare agenda, (2) lead discussion, (3) keep learning goals before the group, (4) ensure that everyone has a voice, (5) encourage participation, (6) resolve differences, (7) track ancillary issues, follow-up or action items, and (8) help the group plan and reflect.

5. Select a monthly recorder.



Recorder role: (1) Keep track of time, (2) complete meeting notes and upload to PLC conference in Groupwise, and (3) will communicate with team between meetings through the conference.

6. Establish meeting schedule: date, start and end times, place, proposed topic.

D. Establish guidelines and routine for Student Support process (identification, planning, and monitoring of students at risk for failing).

E. Individual Reflection: Each team member will complete a reflection every meeting, to assess participation, learning, and goals. Each quarter, the team member will also establish a personal professional learning goal in addition to the PLC learning goals.

Materials:

PLC Charter
Meeting Notes
Reflection Notes
Establishing Norms activity

Subsequent Weeks

Professional Development Topics:

Creating Rules and Procedures
Establishing Learning Goals
Tracking Student Progress
Cooperative Learning – establishing group structure
Tiered Assignments
Reinforcing effort through rubrics
Effective feedback and recognition
Identifying similarities and differences
Using non-linguistic representations
Summarizing and note-taking
Homework and practice



Developing norms

COMMENTS TO THE FACILITATOR: This activity will enable a group to develop a set of operating norms or ground rules. In existing groups, anonymity will help ensure that everyone is able to express their ideas freely. That is the reason for suggesting that the facilitator provide pens or pencils and ask that everyone use the same type of writing implement.

SUPPLIES: Index cards, pens/pencils, poster paper, display board, tape, tacks.

Directions

1. Indicate to the group that effective groups generally have a set of norms that governs individual behavior, facilitates the work of the group, and enables the group to accomplish its task.
2. Recommend to the group that it establish a set of norms:
 - To ensure that all individuals have the opportunity to contribute in the meeting;
 - To increase productivity and effectiveness; and
 - To facilitate the achievement of its goals.
3. Give five index cards (or sticky notes) and the same kind of writing tool to each person in the group.
4. Ask each person to reflect on and record behaviors they consider ideal behaviors for a group. Ask them to write one idea on each of their cards. Time: 10 minutes.
5. The facilitator should shuffle all the cards together. Every effort should be made to provide anonymity for individuals, especially if the group has worked together before.
6. Turn cards face up and read each card aloud. Allow time for the group members to discuss each idea. Tape or tack each card to a display board so that all group members can see it. As each subsequent card is read aloud, ask the group to determine if it is similar to another idea that already has been expressed. Cards with similar ideas should be grouped together.
7. When all of the cards have been sorted into groups, ask the group to write the norm suggested by that group of cards. Have one group member record these new norms onto a large sheet of paper.
8. Review the proposed norms with the group. Determine whether the group can support the norms before the group adopts them.

Source: Adapted from *Tools for change workshops* by Robby Champion. Oxford, Ohio: National Staff Development Council, 1993.



Facilitator Role

The facilitator shares responsibility with the group for getting their task accomplished. The roles and responsibilities are summarized as:

Remains Neutral – has an unbiased role; to treat all participants and ideas in the group with the same respect

Advocates Progress – helps the group establish and maintain forward movement.

What the facilitator does:

Before the meeting – learn about the purpose and objectives, develop an understanding of the issues, design the meeting, prepare and circulate the agenda

During the meeting – facilitate the group: manage the agenda, keep meeting objectives before the group, ensure all participants have voice, help the group reach consensus, encourage the group, help the group resolve differences, track ancillary, follow-up or action items, help the group plan for follow-up, help the group evaluate the meeting

After the meeting – ensure written minutes are prepared and distributed, follow-up action items for the next meeting

Write the agenda - date of meeting, names of participants, purpose/objectives, planned agenda items with person responsible for presentation

Welcome participants to the meeting, set a positive tone, explain the purpose, review the agenda, ensure norms are established and followed

Manage and resolve conflict – use norms to encourage participants to be tolerant about differences, acknowledge conflicts as they emerge, have group members explain and listen to conflicting views, look for common ground or compromise, identify alternatives, review options, postpone the issue, help individuals resolve conflict.



Recorder Role

Recording is the creation of a written record of the group discussion in view of the group. It is important to not interpret or change people's ideas so write what you hear.

- Use the Meeting Notes template and add pages where needed.
- Manage a flip chart, when needed and record information from flip chart to meeting notes
- Place original meeting notes in PLC binder; copy meeting notes to participants (hardcopy or in Groupwise conference)

Purpose of recording:

- To create a group memory
- To help a group track its discussion
- To focus attention on a particular issue
- To prevent repetition
- To capture group agreements
- To acknowledge and validate participants

The Recorder:

- Provides a visible running record of the discussion
- Creates a common perception of the direction of the meeting and the progress being made
- Focuses the group on the task rather than on disagreements with each other

Guidelines for Using a Flip Chart:

- Place flip charts where all group members can see them
- Use dark-colored marking pens
- Print legibly in letters that are at least 1-1/2" high
- Alternate colors between points or use a different color for different ideas
- Record the main points of discussion
- Abbreviate in a way that everyone will understand
- Ask the group to clarify complex or unclear statements
- Ask the group to correct you if you write something down incorrectly



Participant Role

Through the PLC the teacher will develop a higher professional competence and expand their understanding of self, role, context, and career.

The purpose of your participation in the PLC is to find your own personal motivation, awareness, and imagination within your teaching practice to promote professional learning that will further the district's mission and enhance student learning.

Optional but Recommended: Each teacher should perform a self-assessment to identify areas on which they want to focus special attention. The teacher can keep a portfolio that contains documentation of the teacher's performance in meeting their personal professional goals. The teacher creates a Plan of Action (action research, peer-coaching, or portfolio development) that is linked to standards of teaching, support district, school, or department initiatives, and includes potential effects of the work on student learning. See Professional Growth Plan.

When in PLC meetings each participant should:

- Attend all sessions, be on time, and be 100% participatory
- Listen and respect other's experiences, ideas, concerns, or insights
- Be candid – put real issues on the table, including areas of disagreement
- Actively seek consensus – look for common ground, be open to compromise, offer consensus proposals
- Deal with issues affecting the PLC *in the PLC* – do not complain about the team outside the team
- Create feelings of inclusion – use non-judgmental, supportive language and behavior

Information about Action Research – this allows a teacher to work on a question he or she might have in regard to classroom performance, student needs, or the impact of various teaching methods on learning. The information gathered is then used to improve teaching and student learning. Classroom based research can be done by a group of teachers who have a common interest/question to be researched.

Possible Areas of Research – Questions about instruction, student perceptions about a task, student performance, teacher values, or the content in which a task is done.

Information about Peer Coaching – this is when a teacher and a coach work together to share their knowledge of best instructional practice and to provide feedback, support, and assistance for the purpose of refining present teaching techniques and learning new skills. The peer coaching process has three components: (1) Pre-conference where teachers and coach meet informally to communicate goals, (2) Observation where the coach watches the teacher work, and (3) Post-conference where the coach provides the teacher with feedback and collaboratively develops a plan of action.



Block ____ Professional Learning Communities Charter

The following people formed a *Professional Learning Community* in order to study how they can improve teaching to improve student achievement.

Name	Grade	Department

The facilitator of our team will be:

September and October	
November	
December	
January	
February	
March	
April	
May	
June	

The recorder of our team will be:

September and October	
November	
December	
January	
February	
March	
April	
May	
June	



Our dates/time for meetings will be:

Month	Date	Time
September and October		
November		
December		
January		
February		
March		
April		
May		
June		

Topics of discussion and study include:

September & October - What will I do to establish and maintain classroom rules and procedures? AND What will I do to establish and communicate learning goals, track student progress, and celebrate success?

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- Discussion of routines and procedures that are working and helping colleagues who are struggling through the examination of student work and progress.

June – Reflection & Celebration



Meeting Notes

Date:

Name	Signature	Absent ✓

The goal(s) for our meeting:

What we accomplished:

The goal(s) for our next meeting:

Individual assignments for next meeting (each individual record on Activity/Reflection Sheet):

Date/time/place for our next meeting:

Recorder, upload completed document to PLC wiki <http://aphsog10.wikispaces.com>



Activity/Reflection Notes

This sheet is to be completed and submitted by each team member.

Name:

Date:

Before our next meeting, what is my responsibility to the group?

What I did?	
What I learned?	
Additional insights or questions to share with the group	

At the end of each meeting, please turn in your activity/reflection notes to your PLC facilitator or upload them into the PLC conference established in Groupwise.



Professional Growth Plan 2009-2010

Name: _____

Subject: _____

What is the GOAL of your professional growth plan (list any individual, team, building, or district goals that can result in the continuous improvement of student learning)?

Describe how the GOAL will improve student learning.

What methods or strategies will be used (i.e. action research, peer-coaching, self-evaluation, mentoring through PLC)?

What are the indicators of progress (i.e. student work, videotapes of classroom teaching, peer observation, reflective journal entries, professional portfolios, benchmarks)?

What resources or support will you need?

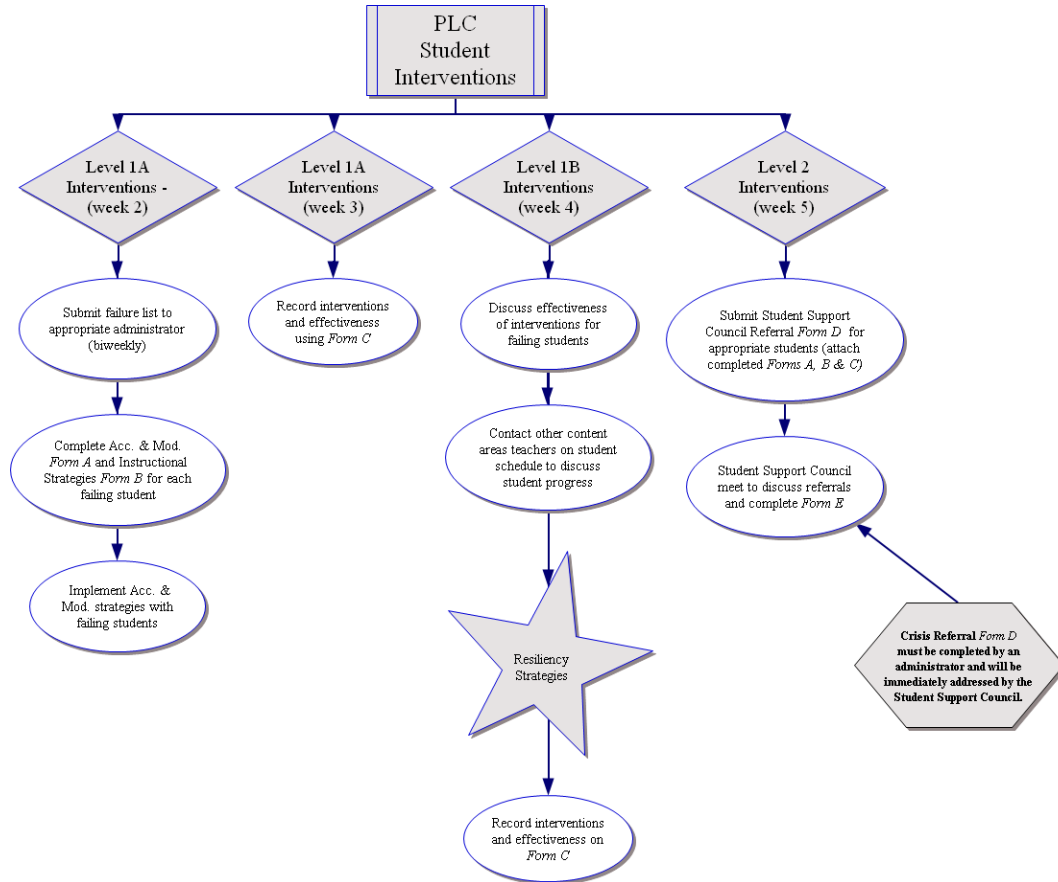
Staff member signature _____

Administrator signature _____

Today's date _____ Starting date of plan _____

Additional pages may be added.

Student Support Process – Identifying High Risk Failing Students



PLC Student Interventions

- I. Level 1A Interventions - (week 2)
 - A. Submit failure list to appropriate administrator (biweekly)
 - B. Complete Acc. & Mod. Form A and Instructional Strategies Form B for each failing student
 - C. Implement Acc. & Mod. strategies with failing students
- II. Level 1A Interventions (week 3)
 - A. Record interventions and effectiveness using Form C
- III. Level 1B Interventions (week 4)
 - A. Discuss effectiveness of interventions for failing students
 - B. Contact other content areas teachers on student schedule to discuss student progress
 - C. Resiliency Strategies
 - D. Record interventions and effectiveness on Form C
- IV. Level 2 Interventions (week 5)
 - A. Submit Student Support Council Referral Form D for appropriate students (attach completed Forms A, B & C)
 - B. Student Support Council meet to discuss referrals and complete Form E

Crisis Referral Form D

Must be completed by an administrator and will be immediately addressed by the Student Support Council.



Teacher:

Student:

**Accommodations/Modifications
Form A**

PHYSICAL ARRANGEMENT OF THE ROOM:

- ☐ seating student near the teacher
- ☐ seating student near a positive role model
- ☐ standing near the student when giving directions or presenting lessons
- ☐ avoiding distracting stimuli (air conditioner, high traffic areas, etc.)
- ☐ increasing the distance between the desks
- ☐ Additional accommodations:.

LESSON PRESENTATION:

- ☐ pairing students to check work
- ☐ providing written outline
- ☐ writing key point on the board
- ☐ allowing students to tape record lessons
- ☐ providing peer tutoring
- ☐ having child review key points orally and privately to the teacher
- ☐ providing visual aides
- ☐ teaching through multi-sensory modes
- ☐ providing peer note-takers
- ☐ using computer-assisted instruction
- ☐ making sure directions are understood
- ☐ including a variety of activities during each lesson
- ☐ breaking larger presentations into shorter segments
- ☐ Additional accommodations: Please provide a study guide for scheduled test.

ASSIGNMENTS/WORKSHEETS:

- ☐ giving extra time to complete tasks
- ☐ simplifying complex directions
- ☐ handing worksheets out one at a time
- ☐ reducing the reading level of the assignments
- ☐ requiring fewer correct responses to achieve grade
- ☐ allowing students to tape record assignments/homework as needed
- ☐ providing a structured outline in written form
- ☐ providing study skills training/learning strategies
- ☐ giving frequent short quizzes and avoiding long tests
- ☐ shortening assignments; breaking work into smaller segments
- ☐ allowing typewritten or computer printer assignments
- ☐ Additional accommodations:

**TEST TAKING:**

- ☐ allowing open book exams
- ☐ giving exam orally
- ☐ giving take-home tests
- ☐ using more objective items (fewer essay responses)
- ☐ giving frequent short quizzes, not long exams
- ☐ Additional accommodations: *He needs three days notice before a test.*
- ☐ allowing extra time for exam
- ☐ reading test item to student

ORGANIZATION:

- ☐ providing peer assistance with organizational skills
- ☐ assigning volunteer homework buddy
- ☐ allowing student to have an extra set of books at home
- ☐ developing a reward system for in-school/work and homework completion
- ☐ providing student with a homework assignment notebook
- ☐ Additional accommodations:

BEHAVIORS:

- ☐ praising specific behaviors
- ☐ allowing legitimate movement
- ☐ using self-monitoring strategies
- ☐ contracting with the student
- ☐ giving extra privileges and rewards
- ☐ increasing the immediacy of rewards
- ☐ keeping classroom rules simple and clear
- ☐ implementing time-out procedures
- ☐ making "prudent use" of negative consequences
- ☐ allowing for short breaks between assignments
- ☐ cuing students to stay on tasks (nonverbal signal)
- ☐ marking student's correct answers,
- ☐ implementing a classroom behavior management system
- ☐ allowing student time out of seat to run errands, etc.
- ☐ ignoring inappropriate behaviors not drastically outside classroom limits
- ☐ Additional accommodations:

SPECIAL CONSIDERATION:

- ☐ suggesting parenting program(s)
- ☐ suggesting agency involvement
- ☐ providing group/individual
- ☐ providing social skills group experiences



Teacher: _____ **Student:** _____

Instructional Strategies and Methods Form B

DIRECT INSTRUCTION

The Direct instruction strategy is highly teacher-directed and is among the most commonly used. This strategy is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction.

- | | |
|---|---|
| <input type="checkbox"/> Structured Overview
<input type="checkbox"/> Explicit Teaching
<input type="checkbox"/> Compare & Contrast
<input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking
<input type="checkbox"/> Demonstrations | <input type="checkbox"/> Lecture
<input type="checkbox"/> Drill & Practice
<input type="checkbox"/> Didactic Questions |
|---|---|

INTERACTIVE INSTRUCTION

Interactive instruction relies heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.

- | | |
|--|---|
| <input type="checkbox"/> Debates
<input type="checkbox"/> Panels
<input type="checkbox"/> Peer Partner Learning
<input type="checkbox"/> Laboratory Groups
<input type="checkbox"/> Cooperative Learning Groups
<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Tutorial Groups
<input type="checkbox"/> Conferencing | <input type="checkbox"/> Role Playing
<input type="checkbox"/> Brainstorming
<input type="checkbox"/> Discussion
<input type="checkbox"/> Think, Pair, Share
<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Structured Controversy
<input type="checkbox"/> Interviewing |
|--|---|

INDIRECT INSTRUCTION

In contrast to the direct instruction strategy, indirect instruction is mainly student-centered, although the two strategies can complement each other. Indirect instruction seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems.

In indirect instruction, the role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person. The teacher arranges the learning environment, provides opportunity for student involvement, and, when appropriate, provides feedback to students while they conduct the inquiry.

- | | |
|--|--|
| <input type="checkbox"/> Problem Solving
<input type="checkbox"/> Reading for Meaning
<input type="checkbox"/> Reflective Discussion
<input type="checkbox"/> Concept Formation
<input type="checkbox"/> Concept Attainment | <input type="checkbox"/> Case Studies
<input type="checkbox"/> Inquiry
<input type="checkbox"/> Writing to Inform
<input type="checkbox"/> Concept Mapping
<input type="checkbox"/> Cloze Procedure |
|--|--|



INDEPENDENT STUDY

Independent study refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. While independent study may be initiated by student or teacher, the focus here will be on planned independent study by students under the guidance or supervision of a classroom teacher. In addition, independent study can include learning in partnership with another individual or as part of a small group.

<input type="checkbox"/> Essays	<input type="checkbox"/> Assigned Questions
<input type="checkbox"/> Journals	<input type="checkbox"/> Learning Logs
<input type="checkbox"/> Reports	<input type="checkbox"/> Learning Activity Packages
<input type="checkbox"/> Correspondence Lessons	<input type="checkbox"/> Learning Contracts
<input type="checkbox"/> Homework	<input type="checkbox"/> Research Projects
<input type="checkbox"/> Computer Assisted Instruction	<input type="checkbox"/> Learning Centers

EXPERIENTIAL LEARNING

Experiential learning is inductive, learner centered, and activity oriented. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. The emphasis in experiential learning is on the process of learning and not on the product. Experiential learning can be viewed as a cycle consisting of five phases, all of which are necessary:

- experiencing (an activity occurs);
- sharing or publishing (reactions and observations are shared);
- analyzing or processing (patterns and dynamics are determined);
- inferring or generalizing (principles are derived); and,
- applying (plans are made to use learning in new situations).

<input type="checkbox"/> Field Trips	<input type="checkbox"/> Narratives
<input type="checkbox"/> Conducting Experiments	<input type="checkbox"/> Simulations
<input type="checkbox"/> Games	<input type="checkbox"/> Storytelling
<input type="checkbox"/> Focused Imaging	<input type="checkbox"/> Field Observations
<input type="checkbox"/> Role-playing	<input type="checkbox"/> Synectics
<input type="checkbox"/> Model Building	<input type="checkbox"/> Surveys

INSTRUCTIONAL SKILLS

Instructional skills are the most specific category of teaching behaviors. They are necessary for procedural purposes and for structuring appropriate learning experiences for students. A variety of instructional skills and processes exist.

<input type="checkbox"/> Explaining	<input type="checkbox"/> Demonstrating
<input type="checkbox"/> Questioning	<input type="checkbox"/> Questioning Technique
<input type="checkbox"/> Wait Time	<input type="checkbox"/> Levels of Questions



**Student Support Council
Initial Referral Form D**

Student Name _____ Grade _____

Person Referring - _____ Ext. _____

Please attach the following completed forms with referral:

_____ Accommodations and Modifications **Form A**

_____ Instructional Strategies and Methods **Form B**

_____ Interventions Attempted **Form C**

Academic Program

_____ - Regular Education

_____ - Special Education

Case Manager - _____

Reason for Referral - _____

Progress in current academic curriculum (provide a brief description for each category)

Grades:

Attendance:

Observed Behavior:

Health:

Mental Health:

Drug and Alcohol:



Student Support Council

Crisis Referral

Form F

Student Name: _____

Grade:_____

Date of Incident: _____

Faculty Members involved (*please name all*):

Teacher-

Guidance-

Social Worker and/or Psychologist-

Description of Event :[illegible]

Call to Parent: **YES** **NO**

Name of Parent contacted: _____ (if a parent was not reached, was a message left? Yes No)

Start Date for Student Support Center: _____

Signature

Date

Cc: Guidance Counselor, Social Worker, Karen Manners and Melissa Michaelson

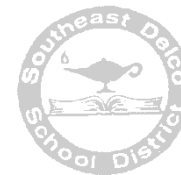


Form C

INTERVENTIONS ATTEMPTED – List ONLY the adaptations UNIQUE to the student referred

Please indicate every intervention you have tried, listing the content area where interventions take place, dates (starting and ending point), frequency (how often), duration (how long) and the effectiveness or outcome. Please attach data and student samples to support this information.

<u>INTERVENTION ATTEMPTED FOR THE PARTICULAR STUDENT</u>	<u>CONTENT AREA</u>	<u>DATE INITIATED</u>	<u>FREQUENCY</u>	<u>DURATION</u>	<u>EFFECTIVENESS</u>
Accommodations and Modification Strategies (Form A):					
Instructional Strategies (Form B):					
Contact student's teachers in other content areas regarding academic progress (successes/failures):					
Resiliency:					
Parental Involvement:					



Student Support Council Intervention Form E

Student Name: _____

Grade: _____

Date: _____

Team Members:

<u>INTERVENTION AGREED UPON</u>	<u>PERSON(S) RESPONSIBLE FOR THE INTERVENTION</u>	<u>SIGNATURE OF PERSON RESPONSIBLE FOR THE INTERVENTION</u>